

Postsecondary Transition Plan Compliance Review “Other” Responses Identified as Non-Compliant

In the fall of 2013, the Department of Public Instruction (DPI) conducted a compliance review of postsecondary transition plans of students 16 years old and older submitted by local education agencies (LEAs) via the web-based Postsecondary Transition Plan (PTP) application during the 2012-2013 school year. Approximately 99% of the transition plans reviewed by DPI met federal Indicator 13 transition requirements. Many of the compliance errors detected in the remaining 1% of records arose at the three points during the transition planning process where the “other” option is available, and a user can manually enter information regarding: postsecondary goal in the area of education/training, postsecondary goal in the area of employment, and transition services. The use of the “other” option is not discouraged, but IEP teams must use caution to ensure a compliant goal or transition service is specified. This document highlights common “other” errors found during DPI’s review of 2012-2013 transition plans, and provides technical assistance to assist IEP teams to avoid these errors in the future.

DPI encourages LEAs to conduct routine monitoring of “other” responses to ensure ongoing compliance with Indicator 13 requirements. Any noncompliance should be corrected as soon as possible using the “Revise Submitted PTP” option in the PTP application. Corrections may be made with or without an IEP team meeting. As with all IEP documents, the parent or adult student must receive a final copy of the PTP prior to its implementation. In revising a PTP without a meeting, proper procedures must be followed, including obtaining the parent’s or adult student’s agreement to make the changes, and documenting the process using the appropriate I-10A and B forms.

Measurable postsecondary goal in the area of education or training

In Wisconsin, all students with disabilities age 14 or above must have a goal pertaining to postsecondary education or training. Postsecondary goals must be measurable and occur after high school. Postsecondary education or training goals most commonly relate to a student’s postsecondary employment goal, but may also address a student’s independent living needs if the IEP team determines it is appropriate.

The following are examples of noncompliant responses and suggestions for correcting errors.

After high school, the student will...

1. All students must have a postsecondary goal in the area of education or training. It is not acceptable to avoid this requirement by using the following statements:
 - work or participate in further education
 - live at home and be cared for
 - live in a group home
 - N/A
2. The student's goal must relate to education or training. The following statements are not education or training goals:
 - apply for DVR services
 - complete a two week work skill assessment
 - be supported
 - research possible career choices to help narrow career choices
 - explore different career options
 - take the ASVAB test and Compass test to determine interests
3. A student's education or training goal must be postsecondary (after high school). The following goals are not acceptable because they occur while the student is still in high school:
 - participate in the transition program (18-21 year old program)
 - receive a Certified Nursing Assistant certification while in high school
 - participate in work experience during high school
4. Information from thorough, ongoing, age-appropriate transition assessment will assist the student and the IEP team in establishing postsecondary goals for the student. When a student is unsure or undecided about postsecondary education or training goals, it is the responsibility of the IEP team to propose goals that are appropriate considering the student's strengths, preferences, and interests. The following goals are not acceptable and require IEP team intervention:
 - unsure
 - undecided
 - will research options
 - has not indicated a preference
 - not stated
 - to be determined
 - unspecified

5. A student's education or training goal must specify the type of training or education the student is expected to participate in. The following goals are not acceptable as they merely restate the expectation the student will participate in postsecondary education or training:
- receive job coaching and training
 - complete a program of study to earn a degree
 - complete a postsecondary education program
 - continue academics after high school
 - attend a specialty training school
 - participate in any training needed to enable him/her to join the work force at ability level
 - develop appropriate skills necessary to hold a job
6. When it is anticipated a student will enter a vocation that does not require formal academic or technical training or education, the appropriate postsecondary education or training goal is "on the job training." The following statements are not acceptable as they merely indicate the student will work and do not address the education or training required:
- gain employment
 - look for a job
 - enter the job market
 - work in food service
 - work at a daycare
 - work from home
 - volunteer
 - will work in a career of interest
 - will perform minimal job tasks

Measurable postsecondary goal in the area of employment

All students with disabilities age 14 or above must have a goal pertaining to postsecondary employment. Postsecondary goals must be measurable and occur after high school. The PTP requires a Career Cluster, Pathway and Career be selected. For more information on career clusters, see resources at http://sped.dpi.wi.gov/sped_spp-transition. The IEP team should guide a student to the postsecondary employment goal that most closely matches the student's strengths, preferences, and interests. As a student's plans change, the IEP team, including the student, should review and revise the goals as appropriate. IEP teams may include more details in the 'additional information box' within the PTP, such as a student's preferred employer or geographical preferences. IEP teams should remember to focus the student's employment goal on the type of work the student will be seeking.

The following are examples of noncompliant responses and suggestions for correcting errors.

After completing or obtaining postsecondary education or training, the student will...

1. The results of age-appropriate transition assessments form the foundation of a student's transition plan. Transition assessments should begin well before the IEP Team meeting to ensure meaningful, high quality information is available for the IEP Team to consider. Because adolescents are often unsure of their future plans, transition assessment should be an ongoing process. In rare cases the student may be unable or unwilling to discuss his/her own strengths, preferences, or interests. In these instances, age-appropriate transition assessment may be based on teacher observations, input from the student's family, or information contained in the student's records. The following statements do not meet the compliance standard:
 - undecided
 - research options
 - unknown
 - unsure at this time
 - has not indicated a preference
 - not specified
 - to be determined
 - N/A
2. An employment goal must specify what type of work the student will be seeking. The following do not specify the type of work.
 - will declare a major while completing general studies
 - undeclared major
3. The following is not an employment goal, rather an interest or preference of the student that should be used to develop the goal. Suggestions for compliance: Career Cluster: Hospitality & Tourism; Pathway: Restaurant and Food/Beverage Services; Career: Food Preparation & Serving Worker (or any other corresponding food service career).
 - enjoys eating food
4. The following does not specify the type of work. Complete an age-appropriate transition assessment to determine career cluster, pathway, and career.
 - will work full time
 - multiple part time jobs

5. The employment goal must include the type of work based on the career cluster, pathway, and career. For example, if the student wants to sell their own paintings, select: Cluster: Arts, Audio/Video Technology & Communications; Pathway: Visual Arts; Career: Artist & Related Worker. In the “additional information box” for this goal, include a statement that the student wants to be self-employed or start their own business.
 - self-employed
6. If the student has an education or training goal stating that after high school he/she will receive pre-vocational services, the employment goal should be based on the type of work the student would be completing in that setting. For example, select as the Cluster: Manufacturing; select as the Pathway: Production; and select as the Career: Team Assembler. The following are noncompliant:
 - supported employee
 - sheltered environment
 - day program participant
7. The following goals have no discernable vocation. The goals do not include an employment component. Utilize the “additional information box” at this step to provide additional and supporting details such as the following.
 - learn self-help and self-regulation skills to help manage behaviors
 - enjoys the atmosphere and interactions in public places within the community
8. The following does not specify the type of work the student will be completing. Complete an age-appropriate transition assessment to determine career cluster, pathway, and career. This goal is not acceptable as it specifies no discernable vocation. The goal does not include an employment component. A suggestion for a student who likes to work with his hands might include: Cluster: Architecture & Construction; Pathway: Construction; Career: Carpenter; and for a student who likes to work with people, one possibility might be, Cluster: Business Management & Administration; Pathway: Administrative Support; Career: Library Assistant, Clerical.
 - work with his hands
 - work with people
9. The statement below specifies a broad area, but no discernable vocation. Complete an age-appropriate transition assessment to determine career cluster, pathway, and career. If the student has many areas of interest, select the primary area of interest for the employment goal, and document all other areas of interest in the additional information box at this step in the PTP.
 - unsure of job in the area of science

10. Suggestion: use the following from the drop down boxes Career Cluster: Agriculture, Food & Natural Resources; Pathway: Food Products and Processing Systems; Career: Food Processing Worker. Explain in the “additional information box” the student would like to learn to grow and process grapes.
 - learn to grow and process grapes
11. Suggestion: use the following from the drop down boxes and include text in the additional information box. Cluster: Human Services; Personal Care Services; Career: Personal and Home Care Aide or Other: Homemaker.
 - live at home with parents and be a homemaker
12. This goal specifies a broad area, but no discernable vocation. Suggestion: use Cluster: Education & Training; Pathway: Teaching/Training; then select an appropriate teaching area from the drop down (for example: Elementary School Teacher).
 - general education
13. This goal specifies no discernable vocation. The goal does not include an employment component. Conduct an age-appropriate transition assessment to identify strengths, preferences and interests in order to identify a discernable vocation and employment component.
 - will continue to work on maintaining and improving basic skills
14. The following should be included as a transition service, but is not as a postsecondary goal. This statement specifies no discernable vocation and does not include an employment component. The results of age-appropriate transition assessments form the foundation of the student’s transition plan. Transition assessments should begin well before the IEP Team meeting to ensure meaningful, high quality information is available for the IEP Team to consider.
 - will research career clusters and required courses
15. Although it is possible to attach a completed PTP within some school district’s electronic IEP systems, the PTP application does not link to any other IEP documents. When creating a PTP, users should always specify the career cluster, pathway and career using the dropdown options within the application.
 - see attached career pathway

Transition Services

All students must have at least one transition service that will support the student in making progress towards their postsecondary goals. Students who are graduating in the spring must have transition services for the current school year in their PTP unless the IEP meeting is conducted on or after May 1st of the student's final year in school.

When a PTP is created with an IEP meeting date on or after May 1 for a student who is graduating/exiting, the user should: 1) select a transition service category, and 2) check the box that states, "The student will be graduating/exiting at the end of the current school year."

The following are examples of noncompliant responses and suggestions for correcting errors.

After high school, the student will....

1. IEP annual goals are not transition services. The following examples submitted as "other" responses are not acceptable as transition services.
 - improve reading skills
 - when reading grade level material, will read 130 words per minute with 98% accuracy
 - given a story starter and three minutes to write, will write 86 correct words sequences with 95% accuracy
 - when working on basic math problems, will independently answer with 80% accuracy
2. The department is not able to view other parts of a student's IEP using the PTP application, therefore statements below do not meet compliance requirements. If desired, the IEP team may cut and paste information from their local IEP forms, and include in the PTP 'additional information box.' For purposes of transition services, include instruction above and beyond that which the student would normally receive. The following statements are not acceptable:

Other: See I-6

Instruction: See IEP

Instruction: See Annual Goals

Instruction: See Course of Study (or list classes the student is currently taking in high school)